

DEPARTMENT OF EDUCATION

THE CITY OF WATERBURY

CONNECTICUT

Early Reading Success Grant

Through our Early Reading Success Grant, we are able to provide a myriad of services each year to our children, many of whom come with a one to four year deficit at the time of entering kindergarten. The developmental stage from grades one to three is critical as it means moving a child from an affective range to a cognitive range when the child then becomes an independent reader. We strive to make this concept a reality for all of our children. Early Reading Success funds allow us to provide vital services to support every child and his/her family. Kindergarten through grade three is where we can seriously reduce the achievement gap for many of the struggling children. Because of the varying reading levels of the children, the gains made overall are incremental, nevertheless, the children are learning as seen in the enclosed data.

David L. Snead, Ph.D.
Superintendent

Public Hearing Testimony

Speaker: *David L. Snead*
PH.D.

SUPERINTENDENT
WATERBURY

Date: *2/29/08* Bill Number: *RHB 5593*

Programs Funded through Early Reading Success

1. Kindergarten teachers (25) are provided which translate into services for 450 children each year. Each ERS Kindergarten class has a smaller class size so teachers are able focus more attention on each child's individual needs. Assessments target specific skills needed and thus instruction has a laser like focus to ensure that each child progresses as quickly as he/she can.

2. The Haskins Literacy Initiative provides a Literacy Specialist for three schools (two are funded by Early Reading Success) to model researched based reading instructional practices to provide explicit, systematic instruction targeting phonics, phonemic awareness, comprehension, fluency, vocabulary and writing. Teacher knowledge is increased so instructional decisions can be based on individual student needs identified by various assessments. All students benefit... our most challenged and fragile students, our ESL and Bilingual students, and our gifted students. The Haskins' Literacy Specialists also work with the district Literacy Facilitators (coaches) to enable a roll out of the practices to all the other elementary schools.

Generali School and Wendell Cross School Haskins Literacy Initiative in First Grade in 2006

Students entering second grade after first year of the Haskins Initiative demonstrated stronger phonemic awareness skills as evidenced by the following chart.

DIBELS Nonsense Word Fluency, Grade 2 Incoming Grade 2 students, 2006 vs. 2007

DEFICIENT		EMERGING		ESTABLISHED	
2006	2007	2006	2007	2006	2007
34%	16.4%	43%	34.3%	23.8%	50%

Sprague School Haskins Literacy Initiative, 3rd year of implementation, Kindergarten -Grade 2 DRA (Developmental Reading Assessment)

	2003-2004	2004-2005	2005-2006	2006-2007
	% Proficient	% Proficient	% Proficient	% Proficient
K	17%	40%	18%	51%
1	39%	48%	50%	41%
2	38%	46%	48%	52%

3. Literacy Facilitators (Coaches) for each elementary school as required by Early Reading Success legislation have been established in all elementary schools. Two are funded by Early Reading Success and each facilitator services two schools. The facilitators provide on-going job embedded professional development by coaching and modeling for teachers based on individual teacher's needs. The facilitators are a valuable source to ensure that all of our teachers have access to, and support for, implementing researched based instructional practices in their individual classrooms. Consistency is maintained throughout the district because the facilitators meet on a regular basis to discuss common issues and develop instructional tools and strategies which are then brought back to each individual school.

A copy of one of the mid year program evaluations required by CSDE is attached. This documents what is being done by the facilitator as well as providing evidence of implementation.

4. Summer School, K-3

Summer School is offered at four sites throughout the district for students in K-3 (Bucks Hill, Driggs, Generali and Hopeville). Students who have been identified as substantially deficient on the DRA or who have been identified by the classroom teacher as in need remediation are targeted. The duration of the program is 16 days. Pre and post assessments (Benchmark Education Classroom Connections Skill Bags) are administered and the following percentage of students who demonstrated growth was as follows:

Kindergarten.....48%
Grade 162%
Grade 2.....66%
Grade 3.....64%

5. Targeted Prep Time Academy (TPTA) is an after school program targeting third grade students who require a little extra explicit systematic literacy instruction to push them to proficiency or students who are just at proficiency and need extra support to maintain this level. It runs for three days a week during the month of February for two hours each day. Pre and post tests are administered (Benchmark Education Company, Comprehension Strategy Assessment) and there is close contact with each child's classroom teacher to ensure that there is carryover from the classroom to the after school program and vice versa.

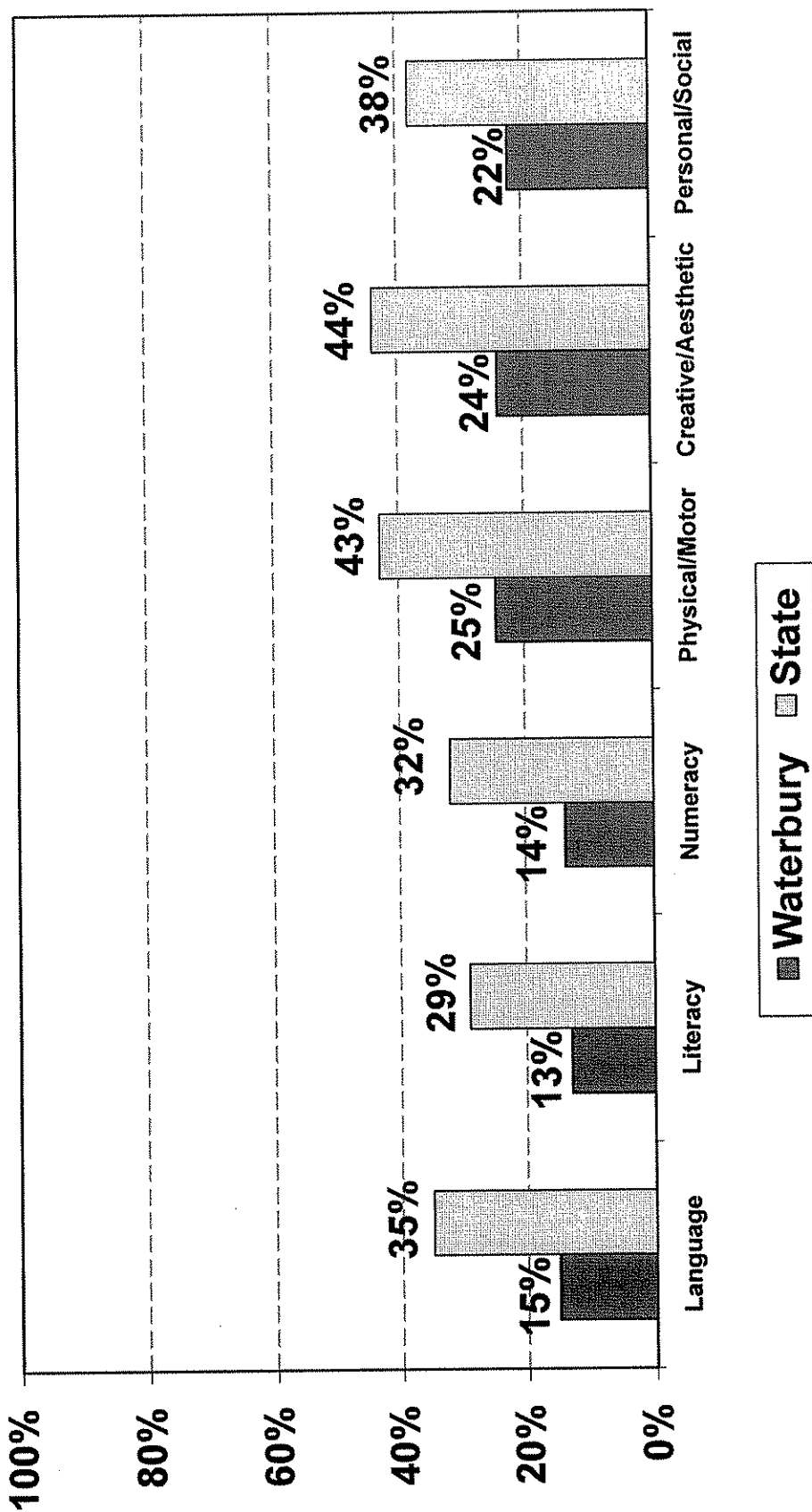
86% of students who attended demonstrated growth in 2006-2007

6. Partners Assisting Literacy in Schools (PALS) are tutors that provide extra services for our most fragile students.

2007-2008 Kindergarten Entrance Inventory

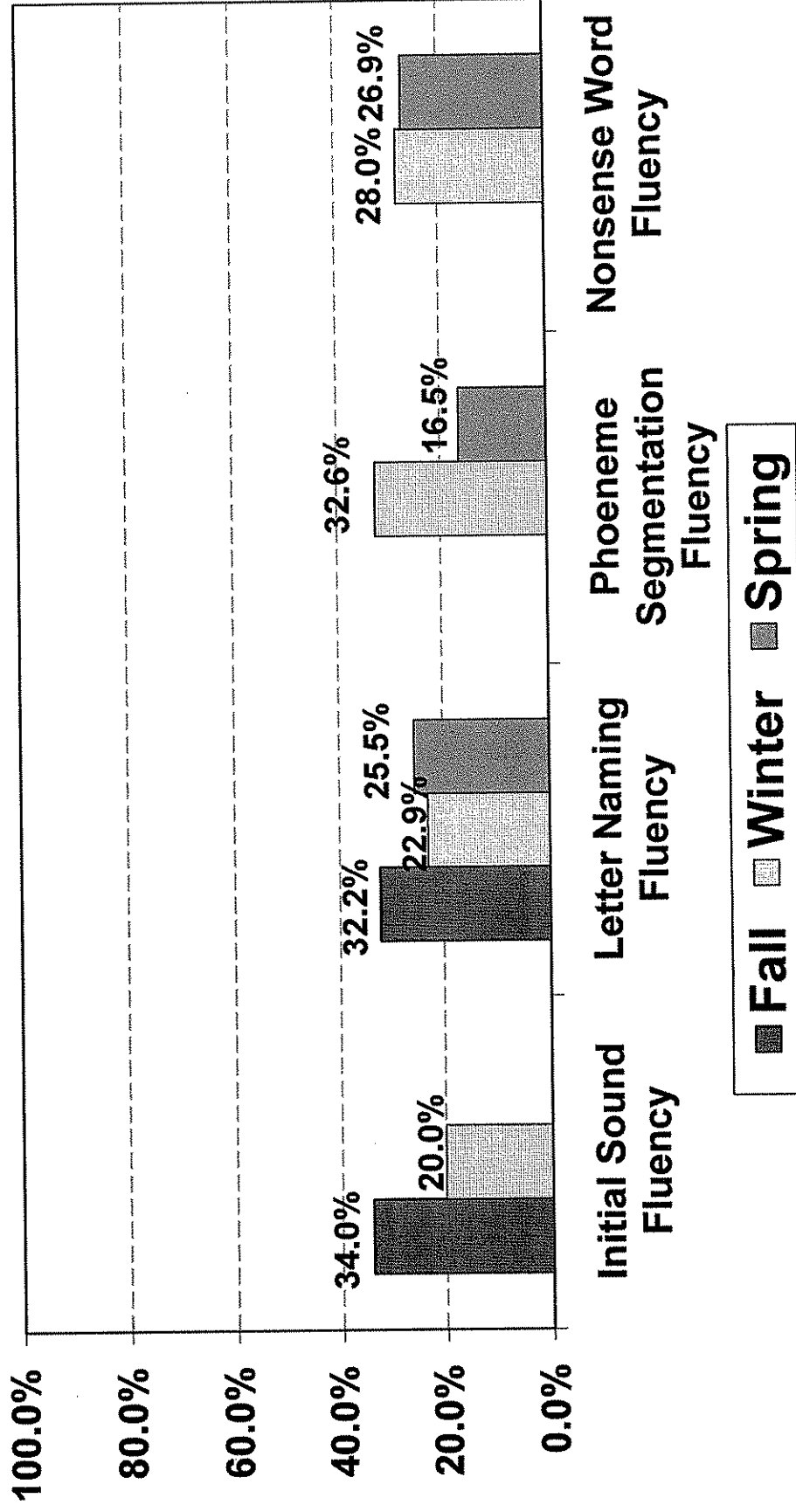
District vs. State

Percent Requiring Minimal Additional Instructional Support



The entry level skills of Waterbury students at the time of entering Kindergarten are far below state averages in each of the six domains assessed.

2006-2007 Dibels District - K Percent At Risk

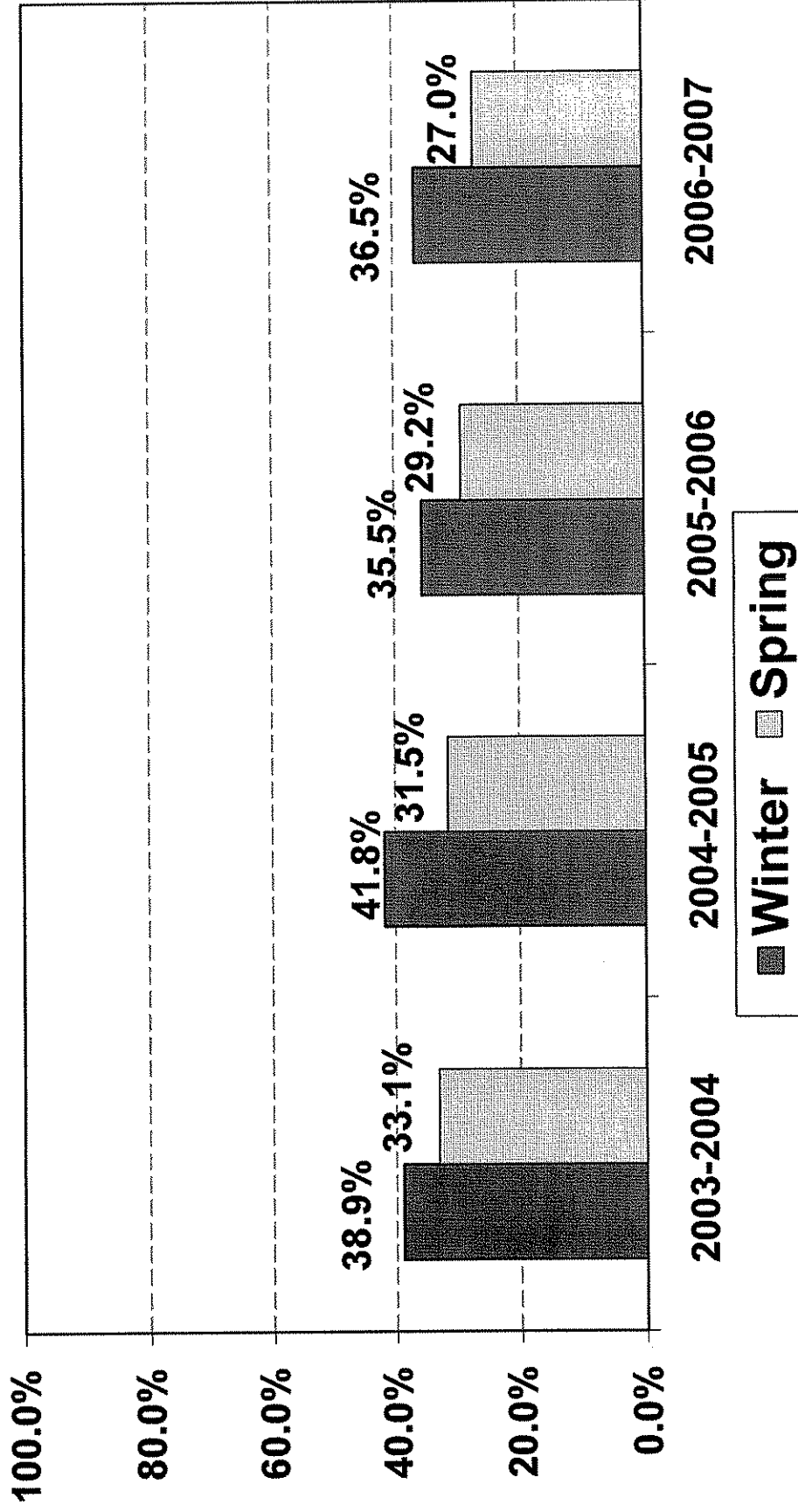


For three out of the four areas assessed, there has been a decrease in the percent of students at risk.

Developmental Reading Assessment (DRA)

District - Grade 1

Percent Substantially Deficient

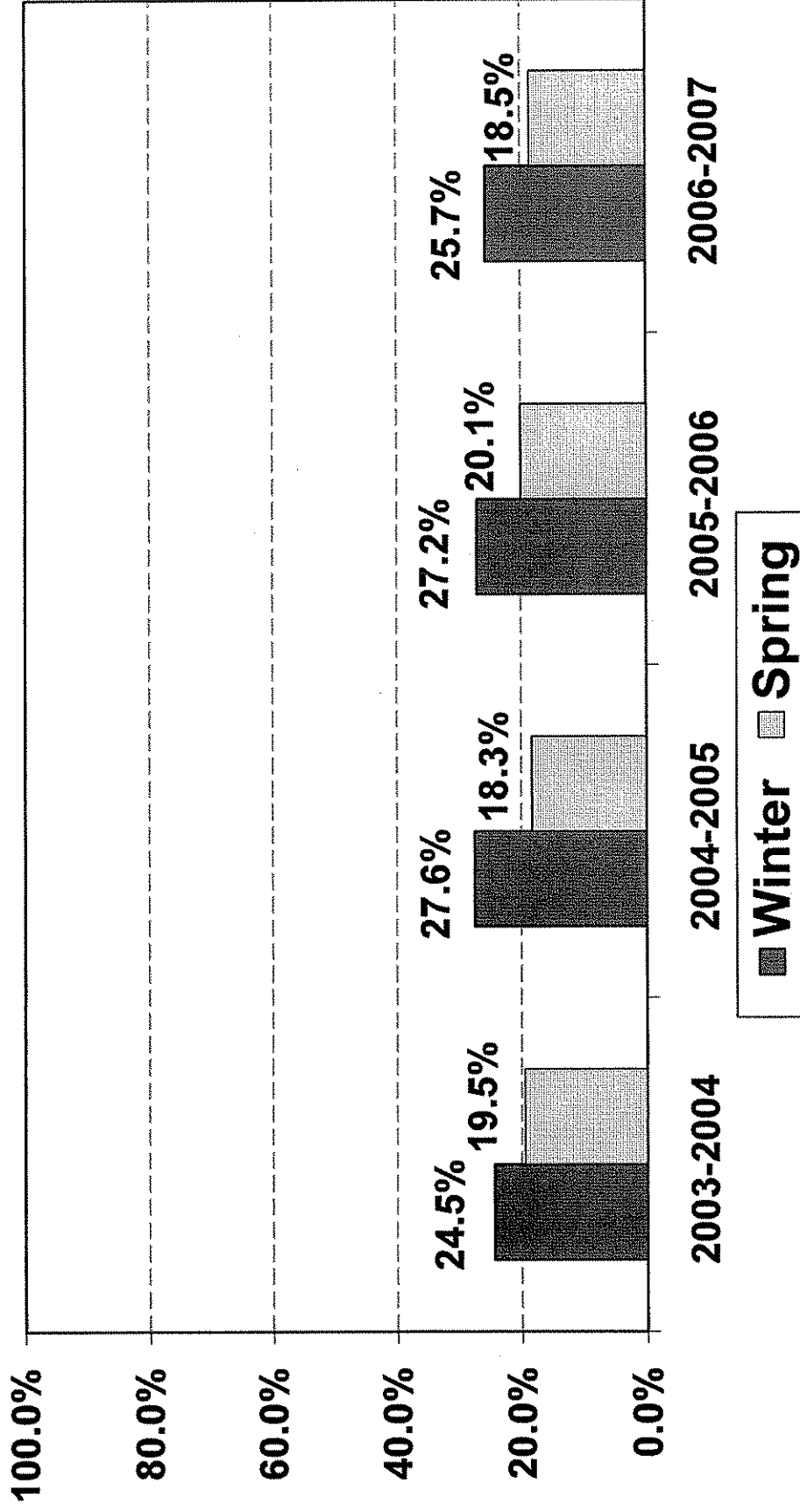


Each year there has been a decrease in the percent of students substantially deficient from winter to spring, demonstrating an increase in student performance.

Developmental Reading Assessment (DRA)

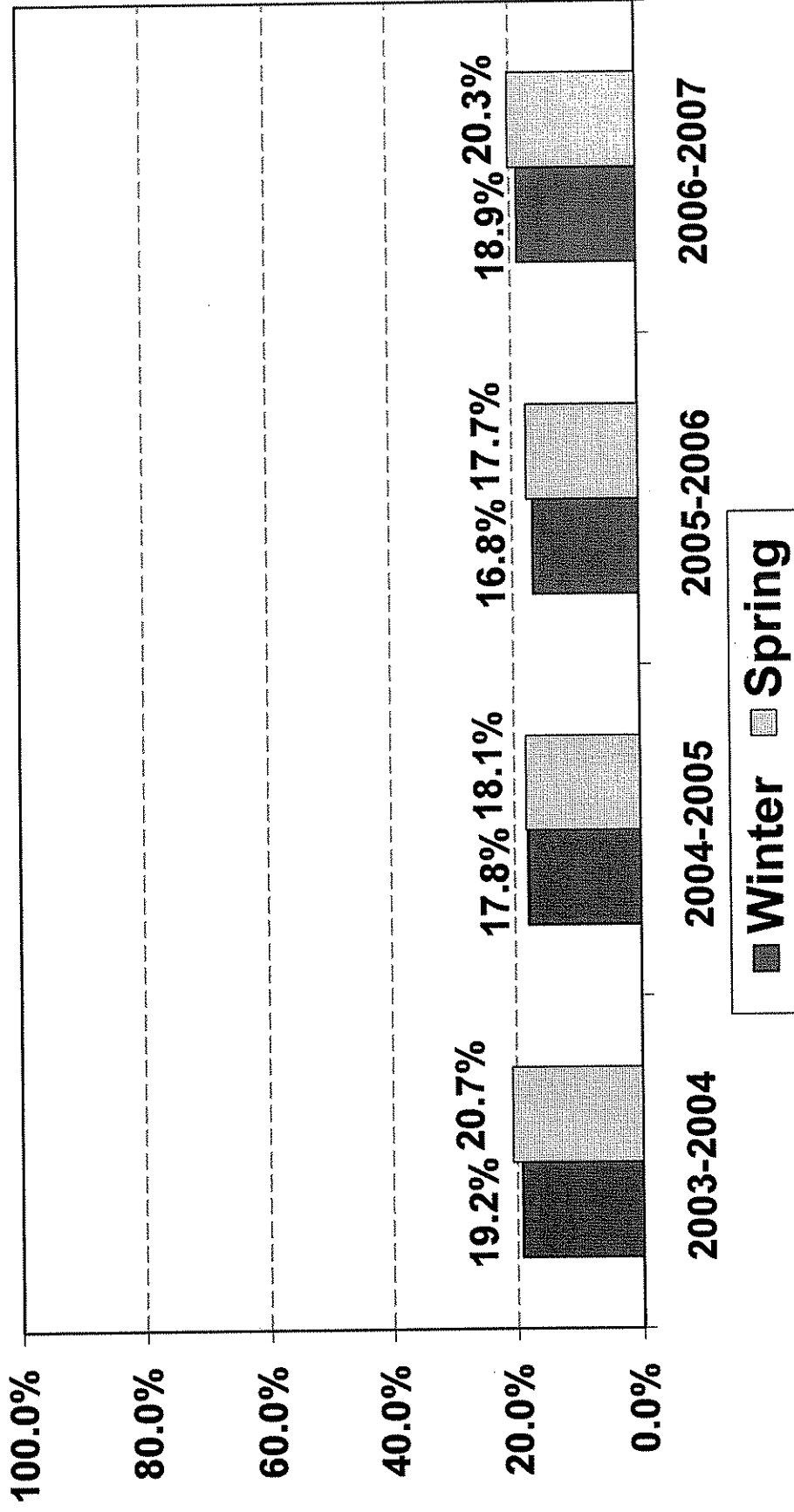
District - Grade 2

Percent Substantially Deficient



Each year there has been a decrease in the percent of students substantially deficient from winter to spring, demonstrating an increase in student performance.

Developmental Reading Assessment (DRA) **District - Grade 3** **Percent Substantially Deficient**



Each year there has been a slight increase in the percent of students substantially deficient from winter to spring. This is a state-wide trend in student performance at grade 3.

**Priority School District Grant
Mid Year Program Evaluation 2007-2008**

School District: Waterbury

Principal: _____ School: _____

Program Initiative: Provide for on-site teacher training and coaching in the implementation of research-based reading instruction and assessment.				
Program Activities (Adult Actions)	Person(s) Responsible	Timeline	Evidence of Implementation	Results Indicators (Measured Impact on Student Achievement)
DRA 2 data collection grades K – 3 inclusive	Principal, coach, classroom teachers	Fall and winter	DRA data on file Notes from grade level meetings and data team meetings.	Fall DRA data indicates that 1/3 of our first grade students are not at a proficient grade level standard
Training in DRA2 provided to grade 1 – 5 teachers	Literacy Facilitator and reading teacher	January-February	Accurate DRA data collected	Data not yet completed
• Trophies Training 1-3	Literacy Facilitator and reading teacher	September-October	Teachers using new series	Trophies Assessments
• Modeling Guided Reading instruction K-3	Literacy Facilitator	September-November	Observation of guided reading in classrooms Literacy Fac. logs	Trophies reading scores DRA, Dibels
• Modeling literacy stations and incorporating in classrooms K-3	Literacy Facilitator	September-November	Observation of literacy stations in classroom Logs	Students ability to work together, problem solve
• Modeling narrative writing process 1-3	Literacy Facilitator	October-December	Observation of writing lessons Logs	Increase in scores in District Mandated writing prompts
• Trophies open- ended responses 1-3	Literacy Facilitator	October-December	Students notebook of open- ended responses	Open-Ended responses on assessments
• Dibels testing K- 3	Literacy Facilitator and Reading teacher	September-October, January	Data on file	Fall Dibels-baseline data collected scores
• Training fluency module from State of CT K-3	Literacy Facilitator and Reading teacher	November	Observation of fluency lessons during literacy stations	DRA2 reflects fluency
• Training in	Literacy	October-November	Students writing prompts and	Accuracy of scores through

<p>scoring writing prompts and open-ended responses K-3</p> <ul style="list-style-type: none"> • Training in interpreting Dibels and DRA scores K-3 • Created classroom guided reading libraries K-3 • Training in kindergarten exit criteria • Modeling Nancy Boyles reading comprehension strategies through read-alouds 	<p>Literacy Facilitator and Reading teacher</p> <p>Literacy Facilitator</p> <p>Literacy Facilitator and Reading teacher</p> <p>Literacy Facilitator</p>	<p>October, January-February</p> <p>September-November</p> <p>October-November</p> <p>January-present</p>	<p>open-ended notebooks</p> <p>Data collected</p> <p>Use of guided reading in classrooms</p> <p>Data collected on individual students</p> <p>Teachers and students using strategies in guided reading groups</p>	<p>grade levels</p> <p>Guided reading groups reflect data collected</p> <p>Dibels, DRA, Trophies assessments</p> <p>Various kindergarten assessments</p> <p>Improvement in comprehension portion of DRA and reading assessments</p>
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